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MEMORANDUM FOR: Matthew Baird  
SUBJECT : Annual Management Activity Report  
REFERENCE : Memo for DD/S fr D/Trng dtd 13 Oct 61, Subject:  
"Management Activity in the Office of Training in  
Fiscal Year 1961"

Matt:

Thanks for your most useful and comprehensive report on management activities in the Office of Training in Fiscal Year 1961. I was pleased to note that you found the preparation of this report a vehicle which brought to your attention certain problem areas. I am sure that the report, as you indicated in your memorandum, will continue to serve as a helpful management aid. I am also confident that, during Fiscal Year 1962, we will both have occasion to use the report in our discussions of the current and future management problems and objectives of the Office of Training.

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L. K. White

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13 October 1961

MEMORANDUM FOR: Deputy Director (Support)

SUBJECT : Management Activity in the Office of Training  
in Fiscal Year 1961

1. In compliance with your request, attached hereto is a report of management activity in the Office of Training in FY 1961. The report presents accomplishments, experiments, trends, and anticipated activity in the future.

2. The attached report was prepared in the degree of detail which was believed most suitable for the management purposes of the Office of Training itself. It has been interesting to find that the very preparation of the report has served to focus attention on problem areas and to sharpen the perspectives of those in management positions in OTR. In addition, both during and after its preparation the report has already proved valuable for reference and research purposes, for lectures, for providing an organized basis for briefings, and for other management purposes.

3. In view of the comprehensiveness of the attached report, it is believed appropriate to note here some of the highlights of OTR activity during FY 1961. These items of information, not in order of importance, are as follows:

a. In addition to the continuous revision of existing training courses to make them more responsive to training requirements, the following new courses were offered during the year:

- (1) Intelligence Briefing Course
- (2) Advanced Writing Workshops
- (3) Correspondence Course for Writing Workshop (Basic)
- (4) Intelligence Review Course
- (5) Senior Management Seminars
- (6) Office Practices Course
- (7) Dictation Techniques Course

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- (8) "Communism: Challenge and Response" Seminars
- (9) [REDACTED]
- (10) [REDACTED]
- (11) Basic Paramilitary Course (inactive since 1953)
- (12) 16 additional country Americans Abroad Orientations
- (13) China Familiarization Course
- (14) Middle East Lecture Series

b. During the year it became apparent that there was a need for more specific statements of the responsibilities of Deputy Directors and Operating Officials with respect to establishing training requirements for personnel in various categories, directing the training of personnel who fail to meet these requirements, conducting formal courses of instruction, and establishing on-the-job training programs. In addition, it was felt desirable to establish more specifically the responsibilities of the Director of Training, partially in connection with recommendations of the Inspector General. A proposed complete revision [REDACTED] (retitled "Training of Agency Employees") has therefore been drafted for coordination. (See Section S)

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c. In March 1961 the processing of professional test battery results on the RCA 501 computer became effective. This has resulted in more efficient and more rapid processing of data, and the release of all IBM equipment by the Assessment and Evaluation Staff except for a key punch and verifier to be released in FY 1962. In addition to A&E Staff use of the RCA 501, in FY 1961 systems analyses were well underway which will utilize the RCA 501 to maintain the Agency Training Record and the training records of individual employees. For this latter project it is expected that actual programing for input and retrieval will begin by January 1962. (See Sections P and S)

d. For FY 1961 there was a disappointing drop in the number of junior officers selected and enrolled in the Junior Officer Training Program. The decrease was attributable to a variety of causes, and several actions are being taken to increase enrollments and to improve the program. (See Section O)

e. There was a significant increase in enrollments in Americans Abroad Orientations during the year, including many more dependents. More than 50 percent more courses were conducted, and first-time presentations were made for 15 countries [REDACTED] (See Sections M and R)

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f. It may be concluded that the seminar in management practices [REDACTED] and the Senior Management Seminar (Pro-  
[REDACTED] which were conducted during the year at the [REDACTED]  
[REDACTED] were effective and served the purposes for which they were intended. Another Senior Management Seminar with [REDACTED] has been scheduled. (See Section E)

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g. Among the highlights of the year are the beginning of construction of the fifty-two new housing units [REDACTED]  
[REDACTED] and the approval of the construction of permanent facilities (Administrative and Academic Building, [REDACTED]  
student activities building, etc.) [REDACTED] of the Station. This permanent construction re-emphasizes the contribution which the Station will continue to provide to the Agency's training effort. (See Section L)

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h. On 1 July 1961 the [REDACTED] facility was transferred to the Agency [REDACTED]. Although it is still necessary to expend funds for building alterations and other construction at [REDACTED] the Agency will have a satisfactory facility for [REDACTED] maritime training and testing activities. (See Section L)

i. During FY 1961 the Language and Area School moved its offices and classes to Arlington Towers. Although the space available in that building for tutorial training continues to be inadequate (see Section M), the accommodations are more comfortable and professional than those in the temporary buildings in Washington.

j. The responsibilities of the OTR Briefing Officer were amended significantly during the year. He has been given increased responsibility for planning and coordinating the briefings of senior U.S. officials, and the total number of persons briefed increased 50 percent over FY 1960. Both the number of ambassadors and the number of MAAG's briefed increased 400%. (See Section C)

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k. Nineteen persons from the Office of Training provided full-time support to the WH [REDACTED] project at various times during the year; the length of assignments varied from four weeks to the full year. (See Section S). Employee and black training accomplished [REDACTED] in connection with the project are included in the statistical tables in Section L; specific

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information concerning such training, including overseas and other domestic training for the project, is not recorded in this report in order to permit wider distribution of the report. In addition to other support given to the project, the A&E Staff completed 90 assessments for WH [REDACTED] as is indicated in Section P.

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1. The Office of Training increased its capability to provide paramilitary training during FY 1961. The Basic Paramilitary Course was presented for the first time since 1953. The experience resulted in plans to offer the course again in September 1961, and to include two weeks of training at the Jungle Warfare Training Center [REDACTED] as well as seven days of field training in [REDACTED]. It is anticipated that the course will be presented twice each year. (See Section L)

m. The motion picture "Personal Security" was completed, shown to 13 preview audiences for test purposes, and then released for general Agency use. (See Section Q)

n. Several key aspects of the Agency's language training program were changed or emphasized more firmly during the year. These include the assignment of increased responsibility to DD/P division chiefs and career panels with respect to scheduling and directing training in languages, establishing degrees of language proficiency required of persons and for positions, mandatory language proficiency testing, decreased reliance on tutorial language training, and others. These developments, which reflect a more realistic and "mandatory" approach to accomplishing language training to meet the Agency's actual needs, are described in Section M.

o. A promising development during the year was the attention given to preparing a mid-career development or training program for Agency officers. Renewed attention to this matter was triggered by a recommendation in the Inspector General's report of his survey of training. As a result OTR submitted recommendations to the Career Council concerning the establishment of such a program, and drafted a proposed "core" mid-career training course presumably applicable to all career services. Planning for a senior officer's development program has been held in abeyance until the mid-career concepts become firm. (See Section S)

p. Several recommendations of the Inspector General were referred to the Career Development Board by OTR during the year.

These were the proposals that there be a senior "board of overseers" for certain training matters, and that representatives of the Deputy Directorates serve on JOT selection and placement panels. The Board was asked to consider whether or not it is feasible for the Board itself to perform the functions of the proposed groups. (See Section S)

q. During the year OTR followed closely the developments in the new field of programed learning. Highly interesting claims have been made as to the effectiveness, speed, and other characteristics of this new method of instruction, and OTR must be able to determine its applicability to Agency training situations. The activities of the Specialist in Programed Learning, the project for teaching OTR instructors how to prepare programed materials, the programed instruction which we are developing, and related matters are described in Section Q.

r. An event which occurred during the year and which was welcomed by OTR was the fact that upon completion of his tour of duty with OTR the Chief of the Operations School became the DD/P Training and Qualifications Review Officer. It is believed that this will result in improved understanding and communication between OTR and the elements of the DD/P organization.

s. OTR anticipates increased attention to the type of training represented by the Principles of Overseas Effectiveness (POE). This course has been found to be most suitable for experienced middle-grade and senior officers, and has been considerably revised for such students. This training may be offered twice a year or more often, and it is also planned that a series of "Country Companions" to the new course will be introduced and will provide specific interpretations of POE concepts in relation to given countries. In addition, a version of the POE expressly designed for JOT training is being planned, and incorporation of a version of the POE into the mid-career "core" course is under consideration.

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MATTHEW BAIRD  
Director of Training

Attachment:  
Management Report  
OTR, FY 1961

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MANAGEMENT REPORT

- - -  
OFFICE OF TRAINING

- - -  
FY 1961

S E C R E T

S E C R E T

SECTIONS OF MANAGEMENT REPORT

- A. Training in Intelligence Production
- B. Intelligence Orientation and Review
- C. OTR Briefing Officer Activities
- D. Training in Operations Support
- E. Internal Management Training
- F. Clerical Training
- G. Summary of Intelligence School Training
- H. Training in Communism
- I. Headquarters Training in Operations
- J. Covert Training Faculty Activities
- K. Training Assistance Staff Activities
- L. [REDACTED] Activities
- M. Training in Languages and Areas
- N. External Training
- O. Junior Officer Training Program
- P. Assessment and Evaluation
- Q. Educational Methods and Techniques
- R. Trends in Course Offerings and Registrations
- S. General Activities and Trends

SECTION A

TRAINING IN INTELLIGENCE PRODUCTION

1. Significant Achievements

a. Accomplishments of the IPP during FY 1961 were in the planning and presentation of new courses and in the improvement of existing courses.

b. Significant achievements were: the inauguration of the Intelligence Briefing course (in teaching fundamentals of effective briefing, the instructor introduced the use of sound film photography of the student in action); the presentation of new Writing Workshops at the advanced level for DDS and OCR; the planning of the Scientific Intelligence Officers' Training Program (Intelligence Orientation, Introduction to Communism, Seminar on USSR, Intelligence Research Techniques, and Phase I of Operations Support); the activating of a Writing Workshop (Basic) correspondence course; the preparation of a staff study on consolidated dissemination in OTR; the initial programming of two parts of the text, Intelligence Research Facilities and Techniques; and assisting DDP SR [REDACTED] Research on its research problems and Army ACSI in the preparation of a collection and analysis manual.

c. Other achievements were: improvement of existing courses such as Intelligence Techniques, Intelligence Research (Techniques), and Intelligence Research (Map and Photo Interpretation); and participation in individual courses, such as OCR Orientation for Fort Holabird officers, Special Intelligence Orientation given by OCI SPINT Staff, the Air Operations course, Intelligence Orientation Course, PM Operations course, and special briefings for CIA and foreign personnel.

2. Problem Areas

The increased workload of the staff, the increased number of students, and the broader segment of the Agency served by the IPP were significant problem areas.

3. Programs Contemplated for FY 1962

a. The IPP is fully occupied in meeting its existing training

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commitments in the fields of writing, interviewing, research techniques, JOT instruction, and photographic interpretation. The faculty, however, is developing additional capabilities along certain lines of specialization such as research programing, research analysis, photographic interpretation techniques, and correspondence courses.

b. Rising enrollment, the growing DDI interest in the training of more new officers than are currently available from the JOT Program, and increasing specialization by staff members challenge the IPP to meet new demands. The IPP, for instance, has the potential capability of offering training to non-CIA components of the intelligence community, such as the Defense Intelligence Agency.

#### 4. Trends

The trend is for the staff to maintain its coverage of training at the elementary level and to increase its capability in advanced and specialized training areas. A specific trend in the IPP is toward the accepted goal of general training for the DDI and toward newer goals of specialized training of interest to the DDI and elsewhere in the intelligence community. Additional staff personnel may be needed to meet these goals.

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3. Programs Contemplated for FY 1962

- a. The demand for special tutorial orientation programs has been high in the present fiscal year. It is likely to remain so, as the Intelligence Orientation Faculty's capabilities in this field become recognized.
- b. A continuation of the Intelligence Orientation and Intelligence Review at about the present rate is contemplated, possibly greater in the Intelligence Orientation.
- c. Inauguration of a six- to seven-week Mid-Career Course is expected during the current fiscal year.
- d. No reduction in any of the programs is anticipated.
- e. Assuming that the faculty will have the use of a 75-seat classroom, no problems are anticipated in the new building, except space for the Exhibits which has not yet been determined.

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## SECTION C

OTR BRIEFING OFFICER ACTIVITIES1. Significant Achievements

- a. Some significant changes in scope of existing programs developed in the office of the OTR Orientation and Briefing Officer: total number of briefings increased 22% over FY 1960, and total number of persons briefed increased 50% over FY 1960; number of ambassadors briefed quadrupled; number of MAAG's briefed quadrupled.
- b. OTR Briefing Officer participated for the first time in programs at the National War College, the Armed Forces Staff College, the Army Command and General Staff College, and the Army Security Agency.
- c. A new coordination responsibility handled by the OTR Briefing Officer is that of planning and coordinating briefings of senior U.S. officials. This function now accounts for more than 25 per cent of the work effort of the OTR Briefing Officer.
- d. Another coordination responsibility is that of coordinating external requests for CIA speakers, selective monitoring of speakers, and maintaining records of external presentations.

2. Trends

A significant trend is a shift toward custom briefings (special briefings set up for U.S. VIP's and foreign officials).

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SECTION D

TRAINING IN OPERATIONS SUPPORT

1. Significant Achievements

- a. The Operations Support course and the Administrative Procedures course lesson plans, lecture outlines, photographs of visual aids used in lecture presentation, and verbatim scripts have been sent to vital records. Updating of vital records material is planned on a semi-annual basis. (The Budget and Finance course will not be updated until December 1961 because of changes occurring in the course.)
- b. Each instructor has taken at least one course to improve his teaching technique; twenty courses have been taken during FY 1961.
- c. Because of field expansion of the Africa Division, the demand for instruction in Class B station procedures has increased. Whenever possible, students are enrolled in the regularly scheduled Budget and Finance courses. During FY 1961 it has been necessary to run eight extra courses; in addition, tutorial training was given to twelve students. To speed the learning process in Class B accounting, transparent slides are used to cover the progression of the course material. Both students and instructors feel that this technique has proved successful.

2. Problem Areas

- a. A major problem has been the physical plant in which classes have been and are being held.
- b. The instructor complement was short for the first six months of FY 1961; this was a definite strain on the working staff.
- c. Because the Operations Support Faculty courses are designed primarily to train individuals prior to their overseas assignments and to better equip them for support of overseas stations, the faculty suggests courses as soon as possible after they enter on duty.

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3. Programs Contemplated in FY 1962

a. Plans are being made to conduct two Administrative Procedures courses on a regular basis [REDACTED], one course for the CIA career employees who will be rotating and a separate course for those employees who are in the "witting non-rotational" category.

b. Discussions are taking place with Records Integration and the Area Divisions to explore the possibility of a name-trace problem for student practice following the lecture on Clandestine Records and Name Check Procedures.

4. Trends

a. During the next year the faculty proposes to increase teaching efficiency by using more flexible training aids (projectors and slides). Because the equipment will be stationary and it will not be necessary to move classes from place to place, additional visual aids will be used.

b. If classroom space is available in the new building, additional Budget and Finance courses will be included in a long-range schedule.

c. An additional Administrative Procedures course in February 1962 is a possibility.

SECTION E

INTERNAL MANAGEMENT TRAINING

1. Significant Achievements

a. One of the most successful achievements of the year was the one-week seminar in Management Practices held [REDACTED] in June and attended by 30 GS-15's, representing equally the three major Agency components. This course was conducted by Dr. Don [REDACTED] and was well received.

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Present plans are to arrange a repeat next spring if possible.

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b. In addition to our normal schedule of courses in management and supervision, a special course for 23 Office of Communications personnel (GS-11 to 13) (many of them instructors [REDACTED]) was held in August. The Office of Communications has been an enthusiastic supporter of management training and, in addition to supplying students for the special course, requested a quota of one-third of the slots available in all regular courses for the remainder of the year. Management Training Faculty's goal is to spark this degree of interest and acceptance within other Agency components.

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c. In October 1961 the second edition of last October's Senior Management Seminar will be held for two weeks [REDACTED]

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[REDACTED] will again conduct proceedings.

Thirty-three participants--half super-grades and half selected

GS-15's--have been nominated, 11 from each major component.

An effort is being made to arrange a get-together between Professor

[REDACTED] and as many as possible of his last year's class at some

point during the seminar this year.

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2. Programs Contemplated in FY 1962

a. Management Training Faculty anticipates no major changes in the basic program for next year; however, certain aspects, or phases, of individual courses may be altered upon occasion to introduce improved instructional techniques or to keep course material up to date. In this area, MTF has displayed an active interest in management gaming as a new instructional vehicle. In coordination with the Automation Staff, MTF is attempting to develop a management

game based upon an organizational model which would permit students to examine first-hand the consequences of their own administrative behavior.

b. Another addition to the regular course schedule is expected in the provision of management training in connection with the Agency Mid-Career Program. Preliminary discussions have been held, but to date the management portion has not been reduced to specifics.

3. Trends.

There is an over-all, increasing interest in management training. Agency people who have had management courses, particularly those courses held [REDACTED] have encouraged other Agency people to enroll in forthcoming courses.

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Office of Personnel  
Clerical Training Faculty

1. Significant Achievements

- a. On 1 July 1960 new typewriting standards went into effect. This was the result of a decision made by the Office of Personnel and the Office of Training. Clerical Training and the Assessment and Evaluation Staff conducted the required research on the project.
- b. In July 1960 a new course called Office Practice was designed and conducted for the first time. This is offered in Clerical Induction Training.
- c. A Clerical Training instructor prepared special dictation tapes for testing clerical applicants.
- d. After a discussion between the Clerical Training Faculty and the Chief of Clerical Placement a decision was reached to discontinue giving clerk-typists a 60-words-per-minute test in shorthand; they will be given the regular 80-words-per-minute test. Clerk-typists who demonstrate sufficient knowledge of shorthand would enter shorthand training classes as did the clerk-stenographers who were tested but who failed to meet shorthand qualifications. It was also decided to permit clerical applicants to take three successive tests in shorthand and/or typewriting. If they failed these three tests, they would have to wait 60 days before they could be retested.
- e. At the request of the Office of Communications, Chief of Clerical Training and an instructor of the Intelligence Orientation Faculty designed and presented a special workshop on the techniques of dictating to a stenographer.
- f. The Chief of Clerical Training experimented with the presentation of a personal-use shorthand called Notehand. This tutorial presentation was a part of the research conducted to identify a method of shorthand which might be offered to Agency personnel for note-taking at conferences. This system of shorthand is not for verbatim recording of dictation.

3. Successful Programs.

a. The Office Practice course proved exceptionally practical and was well received.

b. The workshop on the techniques of dictation was an experiment. If it should be conducted again, the approach and coverage might be different, based on the experience gained in this running, but the project is regarded as successful.

c. The tutorial instruction in the personal-use shorthand called Notehand was successful in the sense that it was easy to teach and easy to learn.

d. The review class for writers of the Anniversary system of Gregg shorthand was well received.

3. Disappointments.

a. The five-week program for Clerical Refresher course offerings did not exhibit sufficient improvement on the part of the trainees to justify its installation; consequently, the original four-week program was re-established.

b. The combination of the two English classes in Clerical Induction proved too difficult to teach and too much for the trainees to assimilate. The return to the separate classes--Punctuation and Capitalization for one and Grammar for the other--was advocated.

4. Problems Related to Programs Planned for FY 1962.

a. The course offerings in the Clerical Refresher program will have to be offered to on-duty Agency clericals in the new building in order to make the training available to the persons who have need for it. The fact that there will be limited space available for this program poses major problems in the manner in which the subject matter is offered and how many classes can be conducted.

b. The distance between the new building and Clerical Training Headquarters at 1016 16th Street with a minimum of one hour necessary for transportation between these two points promises to pose some administrative problems when the faculty is divided.

C. Basic typewriting training for professionals and JOT's continues to be one of the most valuable courses offered by Clerical Training Faculty. Staff limitations, space difficulties, and classroom location continue to make the regular scheduling of this training impossible.

## SECTION G

SUMMARY OF INTELLIGENCE SCHOOL TRAININGINTELLIGENCE SCHOOL COURSES CONDUCTED IN FISCAL YEAR 1961

Name of Course	No. of Hours	Times Given	No. of Participants
Conference Techniques	24	3	44
Effective Speaking	24	2	21
✓ Intelligence Production	496	1	6
Intelligence Research (Map and Photo Reading)	50	2	23
Intelligence Research (Techniques)	160	1	8
OO/C Refresher	80	1	22
Seminar Techniques	24	1	18
Basic Writing Workshop	27	4	65
Intermediate Writing Workshop	27	3	56
Advanced Writing Workshop	27	3	32
Writing Workshop (DDS Special)	27	2	20
Intelligence Briefing	24	2	26
Intelligence Techniques (JOTP)	60	2	101
Exploitation of Photography for Intelligence (TSD Special)	12	1	10
OCR Vital Materials Instruction (OCR Special)	24	5	46
Management	40	7	100
Management (Special)	80	(2 wks) 1	31
	38	1 wk) 1	30
Supervision	40	5	78
Operations Support	200	5	122
Administrative Procedures	120	6	144
Budget and Finance Procedures	80	13	75
Intelligence Orientation	40	6	253
Intelligence Review	40	2	78
	80		
✓ JOT Orientation and Support Programs	32	2	101
✓ Security Officers Orientation	36	1	13
Intelligence Orientation for Support Personnel [REDACTED]	14	2	75

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INTELLIGENCE SCHOOL COURSES CONDUCTED IN FISCAL YEAR 1961 (continued)

<u>Name of Course</u>	<u>No. of Hours</u>	<u>Times Given</u>	<u>No. of Participants</u>
Intelligence Refresher [REDACTED]			
Personnel	9	2	50
Dictation Course for Executives	20	1	11
Intelligence Orientation for [REDACTED] Intelligence Officers	12	1	7
Briefings of Senior Foreign Officials	4 (approx.)	69	462
Briefings of Senior U.S. Officials	4	82	492
Briefings of U.S. Government Groups	4	54	3,993
Briefings of CIA Dependents	4	14	205
Briefings of CIA Personnel	4	56	1,881
Briefings of Private Groups	4	7	441
Clerical Induction			
Typing	1	255	463
Shorthand	1 1/2	240	283
Punctuation & Capitalization	1 1/4	250	813
Grammar	1	250	813
Geography	1 1/4	225	752
Filing	1	100	813
Office Practice	1	141	605
Testing			
Typewriting	1	105	694
Shorthand	1	74	150
Entrance on Duty			
Typewriting	1	73	705
Shorthand	1	61	365
Clerical Orientation			
Organization of CIA	1 1/4		
Security Briefing	1 1/4		
Telephone Techniques	1		
Telephone Labs	1 1/2		
Mailing Procedures	1 1/2		
Agency Issuances	1/2		
Supplies, Equipment, & Services	1		
Correspondence Lecture	1 1/4		
Correspondence Lab	2 1/2		
Time and Attendance	3		
Protocol	1 1/2		

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INTELLIGENCE SCHOOL COURSES CONDUCTED IN FISCAL YEAR 1961 (continued)

<u>Name of Course</u>	<u>No. of Hours</u>	<u>Times Given</u>	<u>No. of Participants</u>
<b>Clerical Orientation (Cont'd)</b>			
Study Periods	1 1/2		
Examinations	1 1/2		
Examination Reviews	1		
<b>Clerical Refresher</b>			
Typing Techniques Review	1 hr a day, 5 days a week	5 times, 4 weeks) 2 times, 5 weeks)	245 (total) 47
English Usage Review	1 1/2 hrs a day, 5 days a week	2 times, 4 weeks	20
Shorthand Theory Review	1 1/2 hrs a day, 5 days a week	5 times, 4 weeks) 1 time, 5 weeks)	49
Intermediate Shorthand Dictation	1 1/2 hrs a day, 5 days a week	6 times, 4 weeks) 2 times, 5 weeks)	117
Advanced Dictation	1 1/2 hrs a day, 5 days a week	2 times, 4 weeks	12
<b>Special Classes &amp; Assistance:</b>			
Basic Typing for Professionals	1 hr a day, 5 days a week	1 time (2 classes), 6 weeks	20
Gregg Anniversary Shorthand	1 hr a day, 5 days a week	1 time, 3 weeks	11
<b>Tutorial Assistance:</b>			
Shorthand through utilization of dictation tapes			12
<b>Unofficial Testing:</b>			
Shorthand			10
Typing			9
<b>Filing Workshops:</b>			
DDP	1 day	1 time	49
DDI	1 day	1 time	47
DDS	1 day	1 time	32*

\*also 2 State Department and 2 National Archives employees

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## SECTION H

TRAINING IN COMMUNISM

1. The following represent the School of International Communism's principal accomplishments in Fiscal Year 1961.
  - a. Trained 300 Agency students in 13 formal courses of instruction ranging in length from 80 to 164 hours.
  - b. Supported covert training to the extent of 140 days in 43 tutorial programs.
  - c. Provided 73 presentations at non-Agency programs, including FSI, SIS, NIS, Naval and Air War Colleges, Air Command and Staff College, Reserve Officer groups, and adding for the first time the Counter-Insurrection course for foreign officers at Fort Bragg.
  - d. Completed a year's external training for one staff member in Chinese Area Studies, thus adding a significant Chinese Communist capability to SIC's overall competence.
  - e. Added three days of "Challenge and Response" seminars to SIC's JCT program in order to stimulate more realistic consideration of the position of the U.S. in international relations.
  - f. Began a process of periodic up-dating of SIC's international Communism bibliography which is now being used widely.
2. There was a decrease during Fiscal Year 1961 in the registrations in SIC's formal Agency courses. This trend, if continued, may require a reduction, not in the number of courses offered, but in the number of times per year each course will be scheduled. However, the covert tutorial training program remained at about the same level, while non-Agency activities increased somewhat over Fiscal Year 1960. The increase in SIC's non-Agency activities raised the question, particularly in the mind of the DD/S, of whether SIC might be accepting too many such requirements to the neglect of its Agency responsibilities, and whether this might not make SIC vulnerable to criticism. However, a study of this problem revealed that, even in a month during which outside commitments

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were particularly heavy, the ratio of teaching time was not less than 8 - 1 on the side of Agency activity, and the ratio of total time spent in preparation as well as in class was about 20 - 1.

The additional question was raised during Fiscal Year 1961 of the advisability of SIC's participation in programs outside of government. Until now the only non-governmental organization in which SIC has made a contribution has been the Brookings Institution, and even in this case the sessions have always been with classes made up of government officials. However, at the request of the IG, discussions were initiated concerning possible contributions by SIC at both Princeton and Columbia Universities--and to date this has resulted in a commitment at Columbia in October 1961, in the International Fellows program. SIC has also had "feelers" recently from the Air Academy and the U.S. Office of Education about possible participation in scheduled courses or the setting up of special programs. To date there are no commitments.

3. The principal objectives of projected SIC activity are: continued offering of formal courses of instruction to meet Agency requirements; continued support to covert tutorial training programs; development of a greater capability to support Agency overseas training programs; support of non-Agency programs where appropriate and not in conflict with SIC's Agency responsibilities.

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## SECTION I

HEADQUARTERS TRAINING IN OPERATIONS

1. The operations courses conducted by the Headquarters Faculty of the Operations School in FY 1961 continued to be primarily of an advanced specialized type designed largely for personnel who have had basic clandestine operations training or the equivalent in field experience. The Counterintelligence Familiarization course and the Counter-intelligence Operations course were completely revised to meet continuing demands for more advanced instruction. The Scientific and Technical Operations course was given intensive review and professional improvement, and is gaining stature and creating interest as it develops. The

25X1A [REDACTED] course was recast radically and is now titled the Covert Action Operations course. The Liaison Operations course was revised to emphasize the operational techniques and methods of specific areas.

25X1A Seminar were developed and conducted in FY 1961.

2. As is indicated by the changes cited above, during the year the Operations School paid great attention to adjusting course content and instructional procedures in order to provide training that was most responsive to the requirements of the Clandestine Services. The courses offered were subjected to critical review by responsible Clandestine Services officials, and DD/P officers and CTR instructors devoted much time to joint development of improvements. The Operations School instructors continued their drive to obtain guidance, current doctrine and methods, and substantive background material from the Clandestine Services; there are indications that the flow of such support to CTR is increasing.

3. The DD/P continued to cooperate in providing well-qualified personnel for assignment to the Operations School for instructor duty. During the year the Inspector General's survey of training served to confirm a working agreement between CTR and the Clandestine Services with respect to providing CTR with instructional personnel; the DDCI approved the recommendation that "CTR adopt a three-year tour of duty as standard practice for instructors and schedule replacement at the rate of one-third of the instructor staff annually. (Primarily OS/TR)"

4. A listing of the regularly scheduled operations courses conducted at headquarters during the year is at the end of this section. In connection with instructor workloads, it should be noted that during the year 42

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Agency staff employees who could not be entered in regularly scheduled courses, and 16 representatives of foreign intelligence services, received 403 hours of tutorial instruction at headquarters.

25X1A

5. It is planned that the program for more advanced training in the fields [REDACTED], through seminar sessions, will be expanded. Seminar sessions in propaganda, economic warfare, and scientific and technological operations are being developed. Research is now being conducted which will lead to regularly scheduled courses in interrogation, and in records management and control. An expansion of the Headquarters Faculty will be necessary in order to meet these new requirements.

HEADQUARTERS TRAINING IN OPERATIONS

FY 1961

<u>Subject</u>	<u>No. of Hours</u>	<u>Times Given</u>	<u>No. of Participants</u>
Clandestine Services Review	80	4	124
Counterintelligence Familiarization	40	2	21
CI Familiarization (revised)	80	3	39
Counterintelligence Operations	120	2	19
CI Operations (revised)	80	2	27
Information Reporting & Requirements	120	5	34
Clandestine Services Liaison Operations	60	2	23
Covert Action Operations	60	5	77
Cable Refresher	4	1	21
[REDACTED]	80	2	30
Scientific and Technical Operations	160	1	21
Information Reports Familiarization	40	2	16
Project USEFUL (Orientation and Briefing of selected Dept. of Defense Personnel)	80	1	42
Clandestine Services Orientation (JOTP)	80	1	51
TOTALS	1084	33	545

SECTION J

COVERT TRAINING FACULTY ACTIVITIES

1. During FY 1961 the Covert Training officers continued to accomplish tutorial-type training of U.S. and foreign deep cover staff and agent personnel, and representatives of foreign intelligence services. The training was conducted in Washington [REDACTED] in safe-houses and other safe sites. During the year training was provided in connection with 113 projects involving 165 trainees; the total training provided amounted to 13,814 training hours (an average of 122 hours per project). 25X1A

2. The Covert Training Staff has recently been brought almost up to full strength. In an effort to obtain increased flexibility, the Chief, Covert Training, is consolidating his instructors into one faculty rather than the two sets of specialists (foreign and domestic trainees) as heretofore. Combining the two groups permits greater flexibility in scheduling the instructors; for example, if all the trainees at a given time happen to be foreign, all personnel in Covert Training could be assigned to their training.

3. Indication of the variety of training assignments which have been handled by Covert Training, and which are expected to continue in the same volume and scope through FY 1962, is given by the following tabulations for the period 1 July 1960 through 22 September 1961:

PROJECTS HANDLED BY COVERT TRAINING  
BY DIVISION AND DESK OF ORIGIN

[REDACTED] 25X1A [REDACTED]

[REDACTED] 25X1A [REDACTED]

25X1A

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SECTION K

TRAINING ASSISTANCE STAFF ACTIVITIES

1. In accordance with recommendations of the Inspector General, the Overseas Training Staff of the Operations School has been redesignated as the Training Assistance Staff to better reflect its function as a depository and clearing house for training materials and doctrine.

During the year it continued to support the [redacted] and other training activities domestic and foreign. It devoted a substantial portion of its time to advising Clandestine Services officers on specific training projects, and to selecting and obtaining release of suitable materials for such projects. In all, 3,500 items were processed out of Training Assistance Staff over the year; 2,000 went to foreign projects, 1,370 went to the Clandestine Services for domestic use, and the remainder went to other members of the intelligence community. The Staff also reproduced, edited, or rewrote eighteen training papers and prepared three new bibliographies and two new training studies, including the Guide to Guerrilla Warfare.

25X1A

2. The Training Assistance Staff will continue to support overseas training activities, including [redacted] and to produce new materials within the Staff's capabilities. In addition, it will act as a clearing house for materials used in support of all Operations School training activities, including Agency Reserve programs supported by the School, and will serve as the OTR releasing office for training materials sent to stations abroad or forwarded to other members of the intelligence community.

25X1A

25X1A

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SECTION M

TRAINING IN LANGUAGES AND AREAS

1. Language Training (General)

a. During FY 1961, the Agency's Language Development Program experienced several significant changes of emphasis, some of which were instigated by the Inspector General's survey of training. These changes, and other proposed changes, are as follows:

- (1) Establishment of the principle that the language training of DD/P personnel in regular classes is the normal and most effective method, and that resort to tutorial training shall be had only in exceptional cases and for valid reasons.
- (2) Establishment of the requirement to identify the categories of employees for whom specified degrees of language proficiency are required, and the positions or portions of positions in overseas stations to be filled only by persons possessing specified language abilities.
- (3) Mandatory language proficiency testing for all employees who are required to have language skill, or who continue to claim language competence which has not been tested.
- (4) Assignment of increased responsibility to DD/P division chiefs and career panels with respect to scheduling and monitoring language training, and to developing larger numbers of linguistically qualified area specialists.
- (5) Initiation of proposals by the Committee for Language Development with respect to bringing the Language Awards Program to an early end.

b. The Agency Roundtable on Language Training continued in FY 1961 to exploit all possibilities for cooperation between Navy, State, Air Force, USIA, and CIA.

2. Directed Language Training

a. Four hundred eighty-six persons studied 12 languages in 88 part-time and 11 full-time classes during FY 1961 in the directed

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language program. Some single applications for full-time courses were met by external training or by tutorial methods. In general, Agency components are properly planning and directing language training; there are still evidences of too much reliance on tutorial training but such reliance is diminishing. DD/P components are particularly reliant upon the language training offered, with the possible exception of Africa Division where the first evidences of requirements for training in African languages are just beginning to appear.

b. Plans for the immediate future include: conducting two experiments with programmed teaching materials in Spanish; increasing emphasis on intermediate level courses in German and Arabic; adding part-time courses in Arabic and German; and meeting the serious need for scientific linguists for Arabic and Germanic languages.

### 3. Voluntary Language Training Program

a. At the beginning of FY 1961, 237 students were enrolled in 33 VLTP classes and were studying 9 languages. After the beginning-level classes in French, German, Italian, and Spanish were completely phased out early in the year, an enrollment low of 150 students (22 classes) was reached, with heavy concentration on intermediate-level courses and seminars. The elementary classes in the "world" languages were reinstated on a selective basis in March 1961, and records indicate that 378 additional students were enrolled during the year (510 in FY 1960) to study nine languages. There is a definite trend toward emphasis on more unusual languages and the upper levels of proficiency in the common language.

b. It is expected that instructors for the voluntary language program will continue to be employees assigned throughout the Agency, and that only rarely will it be necessary to use language faculty personnel for this purpose. It is also expected that the quality of instruction will continue to increase as the volunteer instructors acquire experience.

### 4. Tutorial Language Program

a. Tutorial training was provided for 156 students in 20 different languages during FY 1961. Efforts are being made, however, to stress (in conformance with the policy cited in paragraph 1a(1), above) that tutorial training is an emergency measure to be used only in special situations or when no regularly scheduled courses are available. Whenever possible small tutorial classes are being integrated with regular classes if time and proficiency requirements permit. There has been a promising steady decline in the number of students in tutorial language training in recent months.

S E C R E T

b. While significant tutorial requirements exist, there has been a continuing effort to recruit tutors, and there are now 50 persons on the roster of active tutors. The space available for tutorial training in Arlington Towers continues to be inadequate, however, and approximately 70% of the instruction is accomplished elsewhere, primarily in the homes of the tutors.

#### 5. Language Proficiency Testing

a. During the year there was continued emphasis on completing the testing of all claimed language proficiencies which had not previously been confirmed by testing. A total of 1492 written tests and 1074 oral tests in 37 different languages were completed during the year. In addition assistance was given to the proficiency testing program of the Department of State when it lacked speakers of certain languages.

b. The support of the Modern Language Association of America and its Center for Applied Linguistics has been enlisted in order to establish a unified approach to language proficiency testing by government agencies. A project for joint test development is being prepared for submission to the Department of Health, Education, and Welfare.

#### 6. Language Awards

a. The following table shows the distribution of monetary awards for language proficiency among the major Agency components for the last two fiscal years:

	<u>FY 1960</u>	<u>FY 1961</u>
DD/P	798 (\$113,300)	611 (\$ 88,000)
DD/I	634 ( 88,500)	289 ( 34,900)
DD/S	146 ( 15,775)	112 ( 10,000)
O/DCI	-0-	3 ( 300)
	1578 (\$217,575)	1015 (\$133,200)

b. During the latter part of FY 1961 there was a re-examination in depth of the awards aspect of the Language Development Program. Such studies resulted in the unanimous agreement by the Language Development Committee in August 1961 that the awards program has now served

its intended purpose and may be terminated on 4 February 1962. The reasons for this decision, and the subsequent actions which it caused, will be described in the next annual management report to the DD/S.

7. Area Training Program

a. Enrollment in the Americans Abroad Orientations increased from 280 in FY 1960 to 412 in FY 1961. Of those attending, 132 were dependents as compared to 75 dependents in FY 1960. Eight Agency components expanded enrollments more than 50% while three showed significant decreases.

25X1A  
b. Sixty-eight AAO's were conducted during FY 1961 as compared to 44 in FY 1960. During the year's AAO's, orientations to specific countries took place 112 times while covering 52 different countries and 21 multiple-country areas. First-time presentations were made for 15 countries and [redacted]. In addition, the China Familiarization Course, involving area and language, was developed and was presented four times to a total of 36 students representing eight components. A new series of lectures on the Middle East was presented four times with a total attendance of approximately 50 persons. There are many indications that the area training program will continue to be expanded to meet an enlarging demand. This expansion is occurring despite the fact that the absence of an Agency policy on enrollment of Agency employees and adult dependents means that probably only half of the persons going to a given area for the first time are enrolled in the appropriate AAO.

c. Much attention was given to improving the AAO's in order to meet widely varying backgrounds of students and to concentrate more intensively on the chief problems which it has been found will concern them as residents of an area. Nevertheless each member of the area faculty is facing a growing burden in preparing and keeping current the courses for the many countries in the expanding AAO program. In order to maintain quality of instruction it may become necessary to increase the size of the faculty.

d. It is planned that in FY 1962 geographic coverage of the Americans Abroad Orientations will be expanded, as needed, to include countries of South Asia, Indonesia, and additional countries of Africa. Also, within very real staffing limitations, country briefings may be given to unofficial cover assignees and dependents, and regional lecture series may be developed for such areas as Africa and Latin America in order to increase understanding of developing problems.

8. Overseas Effectiveness Program

a. During FY 1961 experience with the Introduction to Overseas Effectiveness (IOE) confirmed earlier decisions that the course is most suitable for experienced middle-grade and senior officers. Based upon past experience, the IOE (~~now to be titled "Interpreting Foreign Cultures: Clues for Analysis and Operations"~~) has been considerably revised and made more sophisticated for experienced officers at mid-career and above.

b. It is expected that the new version of the IOE will be offered in January 1962. It is also planned that a series of "Country Companions" to this new course will also be introduced; these courses, which are now being developed, will provide specific interpretations of IOE concepts in relation to given countries. In addition, a version of the IOE expressly designed for JOT training has been requested and is being planned.

DTR provided title: "Principles of  
Overseas Effectiveness" which is  
used in covering memorandum.

## SECTION II

## EXTERNAL TRAINING

1. Agency employees received training at 118 different institutions during FY 1960; in FY 1961, the number of external facilities used was 125.

2. Training provided at non-CIA facilities in FY 1961 was slightly more costly than in FY 1960 although the total number of employees sponsored was smaller as shown in the tabulation below:

	<u>No. of Trainees</u>	<u>Cost</u>
Fiscal Year 1960	1342	\$245,143
Fiscal Year 1961	1025	\$266,287

3. The difference in numbers of trainees for the two years is almost exclusively explained by the fact that in FY 1960 433 employees attended orientation and machine technician training programs conducted locally by the IBM Corporation and RCA whereas only 143 employees took part in similar programs in FY 1961. The high participation figure for FY 1960 reflects the arousal of Agency interest at that time in electronic data processing in general and in the RCA 501 computer specifically. It is germane to add, too, that the local RCA and IBM courses involve no specific training costs to the Agency. Increases in academic fees account in large part for the approximately 10% higher external training costs in FY 1961.

4. Aside from RCA and IBM local courses, there was a perceptible trend in FY 1961 toward greater use of government programs and a corresponding decrease in training at non-government facilities, as expressed by the following data:

	<u>Gov't Facilities</u>	<u>Non-Gov't Facilities</u>
No. Trainees, FY 1960	254 (28%)	655 (72%)
No. Trainees, FY 1961	324 (37%)	558 (63%)

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One reason for the shift toward government facilities is the increasing effectiveness of offerings made available through the Agency's representation on the Interagency Training Committee.

5. Management training (other than records management) fell off slightly in FY 1961, foreign language training showed a moderate increase over FY 1960, and weapons orientation programs remained steady for the two years. A noticeable decrease occurred in FY 1961 in records management training, technical courses, and correspondence training. The decrease in correspondence training can be attributed to the procedure introduced in FY 1961 whereby enrollments are not recorded until the individuals complete the courses. The relatively large number receiving records management training in FY 1960 was primarily the result of a special program which American University undertook at our request in which 65 Agency employees participated. The numbers of employees sponsored in these areas of external training are given below:

	FY 1960	FY 1961
Management	146	128
Language	72	84
Weapons	130	129
Technical	185	120
Records Management	90	20
Correspondence	112	39

6. As is evident in the following table, offices of the DD/I made conspicuously greater use of external training resources in both FY 1960 and FY 1961 than did components of DD/P and DD/S. Comparing the two fiscal years, DD/S shows somewhat less and DD/P shows noticeably greater use of external training in FY 1961.

	FY 1960	FY 1961
DD/I	459	440
DD/P	146	186
DD/S	299	255
O/DCI	5	1

7. In consonance with the provisions of the Government Employees Training Act, trainees at non-Government facilities who undertake long or costly programs which make them more attractive for outside offers are asked to execute a formal agreement to remain with the Agency for a specific period of time. In FY 1960 signed training agreements were required of 10 employees, and in FY 1961 such agreements were obtained from 15 trainees.

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## SECTION O

JUNIOR OFFICER TRAINING PROGRAM

1. Attention is invited to a memorandum from the Director of Training to the Acting Deputy Director (Support), dated 15 August 1961, subject "Review of the JOT Program for Fiscal Year 1961" (copy reproduced at the end of this section).
2. The memorandum cited above describes significant developments in the JOT Program during FY 1961, reviews the Program's accomplishments and its disappointments, and presents administrative and managerial changes which took place during the year. The paper also indicates the principal actions and changed emphases which are presently planned for the coming year. Accompanying the report when it was originally submitted to you was a Statistical Annex prepared by the Office of Personnel. It is believed that the information reported in the 15 August 1961 memorandum will serve the purposes of this management report insofar as the JOT Program is concerned.
3. It should be noted that, subsequent to preparation of the report which is cited above and reproduced in this section, the Director of Personnel and the Director of Training have agreed that their offices will accomplish a joint analysis of many aspects of the JOT Program. This critical analysis is to be conducted primarily by the plans staffs of the two offices rather than by those office components most closely involved in the Program on a daily basis. The two plans staffs as a group have now developed many questions concerning the Program, and have grouped areas of exploration under the following headings:

Concept of the JOT Program  
Personnel Requirements  
Personnel Qualifications  
Personnel Recruitment and Selection  
The Training Cycle  
Placement of JOT's in Career Services  
Progression of JOT's in the Agency

4. Upon completion of this analysis of the Program, the Director of Personnel and the Director of Training will jointly submit their recommendations concerning the Program to the Deputy Director (Support).

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b. One JOT did outstanding work training Asiatic nationals for many months. One JOT made an outstanding record in a special project of WH [REDACTED] Two others acted as interpreters for short times;

25X1A

i. The five JOT's [REDACTED] 25X1C  
Program are reported by Chief, Central Cover Group, to be performing in an outstanding manner; 25X1A

25X1A

j. [REDACTED] has rotated to be Chief of Training [REDACTED]  
[REDACTED] has rotated to FE for an assignment in [REDACTED] 25X1A  
[REDACTED] has been added to the Staff as Training Officer and Program Coordinator/TR. [REDACTED] has reported to replace [REDACTED]. Mr. [REDACTED] will report to replace [REDACTED] 25X1A

25X1A

k. Of ten Negroes who were considered for the Program, one was rejected outright, two were questionable, and seven seemed desirable. Final disposition: Two were rejected by Security, two were rejected because of suitability considerations on the authority of the DD/S, one declined to take another job, two postponed to go to law school, one is being recruited covertly, and one will be offered a contract if appropriate assignment is developed by a division.

25X1A

l. Of somewhat less significance were:

25X1A

a. A new process for speeding up reimbursement of travel costs for invitees has been developed;

b. JOT's in the OCS Programs continue to make outstanding records at Lackland Air Force Base, Fort Benning and Fort Holabird;

c. Thirty-one language awards totaling \$2,662.50 were presented to 23 JOT's;

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## SECTION P

ASSESSMENT AND EVALUATION1. General

Current trends of A&E activities represent an expansion of those which have been developing during the last two years rather than an extension into new types of activities. The figures in Tables A and B indicate a steady increase from 1959 to the present in the number of people tested and assessed by this Staff. For example, the total number of assessments for the first six months of CY 1961 (234) is approximately equal to the number completed for the entire CY 1959 (238). In this report a summary will be given of (a) the types of Agency activities for which this Staff has provided increased support; (b) progress made in the conversion of research and test data processing from IBM to Automatic Data Processing; and (c) problems related to recruitment of psychologists for the A&E Staff.

2. Support to DDP

a. Contract agents being considered for deep cover assignments are the type of cases most frequently assessed by this Staff for DDP. All of the divisions are using this service, DPD having referred its first cases to A&E in recent months.

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## 6. Data Processing and Research

- a. In March 1961 the processing of professional test battery results on the RCA 501 became effective. This has resulted in more efficient processing of data. Also, by use of the computer, about one-third more information is obtained from the test protocol material than could have been processed on the IBM in the same amount of time.
- b. Conversion of the data processing to the RCA 501 permitted the release on 1 July 1961 of all IBM equipment used by this Staff with the exception of a key punch and verifier which will be released during FY 1962. In addition, one key punch operator was released this month and will not be replaced.
- c. Programming is still in process for converting all IBM card data to magnetic tape. This will be completed in the next few months at which time research formerly done on the IBM will be done on the RCA 501.

## 7. Plans for the Current Year

- a. It is anticipated that the activities of this Staff will continue to follow the trends of the past year. The number of JOT applicants to be tested is expected to increase, as is the number of people to be brought into the Program. This of course would expand the workload of this Staff.
- b. Although requests for assessments from DDP have increased over the last two years, it is always difficult to anticipate the trend of Clandestine Services requests in the future. It is possible that the current emphasis for the use of non-official cover in DDP may bring increased requests for assessments from that component.
- c. Additional requests for training support are expected. Headquarters Training, Operations School, has indicated that they may request A&E participation in the development and teaching of a course on interrogation. SR [redacted] has requested that an assessment psychologist develop tutorial training in assessment techniques for case officers.
- d. This office has suggested that support could be provided for the [redacted] Program. Advice based upon assessment and test findings could be provided on individuals being considered for reassignment. Individuals leaving the Agency could be provided vocational guidance and counseling.

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## SECTION Q

EDUCATIONAL METHODS AND TECHNIQUES1. Educational Specialists

a. During FY 1961 the assignment of an additional Educational Specialist made it possible to take more action to improve the methods and techniques of training utilized within the Agency. Some of the accomplishments of the two Educational Specialists are as follows:

- (1) Conducted 11 Instructor Training Courses for 68 employees from OTR, Records Management Staff, TSD, Office of Communications, and operating divisions of DD/P.
- (2) Instructed two groups of senior foreign officials in instructional and audio-visual techniques.
- (3) Monitored 5 OTR and TSD courses in order to recommend improvements in training procedures.
- (4) Conducted 5 instructor workshops on testing procedures, course and lesson planning techniques, and audio-visual techniques.
- (5) Produced the following manuals:
  - (a) "Guidelines for Effective Teaching" (Headquarters use)
  - (b) "Guidelines for Effective Training" (sterilized for overseas use)
  - (c) "The Use of Interpreters in Training" (to be published soon)
  - (d) "Foreign Instructor Training Course" (presently being developed as a complete self-contained unit for overseas use in conducting instructor training programs for liaison or foreign personnel)
- (6) Developed (with OTR Education Committee) specifications for modern effective facilities and equipment for the classrooms of the new building.

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courses: Clandestine Services Review, CI Operations, and Information Reporting, Reports and Requirements. The remainder of the difference (209) was distributed among twelve courses.

4. In FY 1961, there was a noticeable increase in tutorial language instruction and in attendance at Americans Abroad Orientations. The following table shows such increase.

	<u>FY 1960</u>	<u>FY 1961</u>
Tutorial	42 studied one of 9 languages	156 studied one of 20 languages
AAO's	205 employees took one of the programs, and 44 pro- grams were conducted	280 employees took one of the orientations, & 68 of these were held

In the case of the AAO's, the policy of scheduling them at the request of the customer (begun in March of 1960) had a significant effect on registrations.

5. Figures on the number of applications processed for non-duty hours language training show a marked decline in FY 1961. In FY 1960, 510 registered as contrasted with 378 in FY 1961. This decline in numbers of applications may be due to the greater attention given by supervisors who approved language training for their employees based on the employees' current or projected assignments.

6. Intelligence School courses showed a slight net drop in registrations for FY 1961:

	<u>FY 1960</u>		<u>FY 1961</u>	
	<u>Registrations</u>	<u>Runnings</u>	<u>Registrations</u>	<u>Runnings</u>
IS	2276	97	2056	102

The number of persons attending courses in writing increased in FY 1961 over FY 1960 (173 vs 130) although the number of classes was the same (12 in FY 1960; 12 in FY 1961). Attendance at the "speaking" courses (Effective Speaking, Seminar Techniques, and Conference Techniques) was quite even for the two years: 87 for 6 classes in FY 1960; 83 for 6 classes in FY 1961. An Intelligence Briefing course was begun in FY 1961 and in the two runnings there were 26 applicants. Intelligence Research (Maps) showed an increase (Special Bulletins were

used to advertise the course) and Intelligence Review, a course begun in October 1960, completed two runnings with a total of 78 registered.

7. A summary of registrations in management and supervision courses for both years will identify some of the FY 1961 decrease in Intelligence School registrations.

	FY 1960		FY 1961	
	<u>Registrations</u>	<u>Runnings</u>	<u>Registrations</u>	<u>Runnings</u>
Supervision	82	5	78	5
Management	87	6	131	8
Management (Spec/Conf)	37 ) ) )	2 ) ) )	0	0
Supervision (Spec)	50 ) ) )	5 ) ) )	0	0
Supervision in Research and Analysis	) 117 11 ) ) )	) 9 1 ) ) )	0	0
Sup & Mgmt (Survey)	) 19 )	) 1 )	0	0

Management Special and Supervision Special were courses presented on request. In FY 1960 they were conducted for O/Commo, Signal Center and the Cable Secretariat. Supervision in Research and Analysis and Survey of Supervision and Management were scheduled in FY 1961 and then canceled because of insufficient registrations. The former has since been discontinued.

8. For the four courses in the School of International Communism there were fewer registrations and runnings in FY 1961 (300 and 13) than there were in FY 1960 (444 and 16).

## SECTION S

GENERAL ACTIVITIES AND TRENDS1. Mid-Career Training and Development

In accordance with recommendations of the Inspector General resulting from his survey of training, OTR has prepared recommendations with respect to the establishment of a mid-career training and development program to meet the requirements of each of the Deputy Directorates. The recommendations were submitted to the Career Council. In addition, OTR has drafted a proposed mid-career training course. This course incorporates training material believed to be largely applicable across-the-board within the Agency, and includes subject matter found to be useful in similar courses conducted by the Foreign Service Institute and other agencies. This proposed course will be further developed in FY 1962 in accordance with Career Council decisions concerning the mid-career program.

2. Senior Officer Development Program

Although the Inspector General has recommended (and the DDCI approved) the drafting of a proposed program for the further development (including training) of senior officers of the Agency, OTR has not taken extensive action on this matter pending further clarification of the Agency's mid-career program. The postponement of concentrated effort on this program has been reported to the DD/S and the DDCI.

3. Additional Inspector General Recommendations

As a result of his survey of training, the Inspector General made the following recommendations (among others):

"Recommendation 6: DTR experiment with the concept of a board of overseers composed of senior grade professional officers as a means to improved communication with and indoctrination of consumers, and to promote the development of more effective policies on curriculum and enrollment."

"Recommendation 20: The DTR establish a JOT Selection Panel composed of line officer representation from the three Deputy Directorates together with appropriate representation from the Offices of Personnel and Training. The Chief/JOTP should chair the panel."

"Recommendation 22: The DTR arrange for the participation on a rotational basis of line officer representation from the three Deputy Directorates in JOTP placement panels."

Each of these three recommendations has been referred to the Career Development Board and the Career Council for discussion as to whether or not it is feasible for the Board itself to perform the function of a training "board of overseers" and as a panel for JOT selection and placement. In this connection, it should be noted that many aspects of the JOT Program (including the types of panel representation cited above) are being reviewed jointly by OTR and the Office of Personnel.

#### 4. Automatic Processing of Training Records

The Office of Training has embarked on a program for utilizing the RCA 501 computer, and other automatic data processing systems as necessary, to maintain the Agency Training Record and training records of individual employees. The conversion is designed to simplify processing of the growing volume (and complexity) of records, and to permit more rapid utilization of the records for management purposes. The systems analyses required were, with the cooperation and assistance of the ADP Staff, well underway at the end of FY 1961, and it is expected that the programming for computer input and retrieval will be largely completed in the first half of FY 1962. All aspects of the program, including coding and programming, will be completely integrated and compatible with the programs of the Qualifications Branch, Office of Personnel.

#### 5. Revision of Training Regulations

During FY 1961 it became apparent that the basic training regulation [REDACTED] which later became [REDACTED] needed clarification. For example, the original [REDACTED] was designed to effect the training policy of 5 percent participation in training, and some of the language which carried over to [REDACTED] was valid only in that context. It was further apparent that there was a need for more specific statements of responsibilities of Deputy Directors and Operating Officials for the Agency training effort than existed in the regulatory system. The Inspector General in his Survey of the CIA Training Program further recognized the need to make certain responsibilities of the Director of Training more specific, and recommended that:

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- a. The DTR be specifically charged with the responsibility of determining under whose auspices non-OTR training will be conducted, and

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b. The DTR initiate an amendment [REDACTED] which more clearly describes his responsibility to render only advice, guidance, and support to the on-the-job training effort.

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In order to meet the above objectives, OTR prepared a proposed complete revision [REDACTED] (retitled "Training of Agency Employees") and submitted the proposal to EA-DD/S on 16 June 1961. Section c., RESPONSIBILITIES, of the proposed revision [REDACTED] quoted as follows:

"c. RESPONSIBILITIES

(1) Deputy Directors and Operating Officials, within their respective jurisdictions, will:

- (a) Ensure that the policies and objectives of this regulation are met at all levels of command;
- (b) Establish the standards and levels of skill and competence to be met by Agency employees in various categories, and effect the training of those employees who fail to meet them;
- (c) Prescribe officially approved intelligence, operations, and support doctrine for use in Agency conducted training courses;
- (d) Conduct formal courses of instruction for Agency personnel as are required and approved by the DTR, and which are not otherwise offered by other components of the Agency. The Director of Training will determine when such courses should be conducted under other auspices;
- (e) Establish, direct, and supervise the conduct of organized on-the-job training at appropriate echelons of command, against specified training objectives and established levels of achievement;
- (f) Provide the Director of Training with such information as he may require concerning non-OTR Agency conducted training for inclusion in the official training records of Agency employees.

(2) The Director of Training, in addition to carrying out the mission and performing the functions set forth [REDACTED] will:

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(a) Provide technical advice, guidance, and support to Deputy Directors and Operating Officials in the development and conduct of non-OTR Agency conducted formal training programs and organized on-the-job training;

(b) Determine under whose auspices non-OTR Agency formal training programs will be conducted;

(c) Maintain the Official Agency Training Record, for career management and other purposes, so as to indicate participation and satisfactory completion of all DTR-approved, Agency sponsored training except on-the-job training."

#### 6. Liaison with Army Intelligence School

In response to a request from Major General Willems, Assistant Chief of Staff Intelligence, Department of the Army, the Office of Training established direct liaison with the Army Intelligence School at Fort Holabird in late FY 1961, and has worked with them in the development of a course for Senior Foreign Intelligence Officers from the Latin American countries. Assistance provided to AIS has included the selection of background material from OTR files, and from files in the CI Staff and the SR and FE Divisions. Manuscripts were written by contract employees of the Agency in an effort to broaden the knowledge of instructors assigned to AIS. Several AIS instructors were given special briefings by Intelligence officers in the DD/P as an augmentation of this material, and, in addition, OTR provided two instructors and arranged for representatives of the DD/P, DD/I, and two contract employees (one a Soviet defector) to address this class in FY 1962.

#### 7. Participation in Special Forces' Field Training Exercises

In FY 1961 representatives of the Office of Training served as observers and advisors with the field training exercise conducted in Europe by the Special Operations Forces. This experience made it possible for them to formulate judgments which will assist them in developing the play of the next FTX in FY 1962.

3. OTR Emergency Plans

Periodically through FY 1961 the Office of Training endeavored to improve the OTR Emergency, Contingency, and War Plan. An example is the review with Americas Division, Office of Communications, of the adequacy of the emergency communications link between the [REDACTED] and the Agency's relocation center at [REDACTED]

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[REDACTED] There are indications that the plans may be significantly revised in FY 1962 with respect to such matters as the size and nature of the post-D-Day training load, and the emergency relocation plan.

9. Changes to Training Bulletin

Extensive efforts were made during FY 1961 to improve the Clandestine Services Edition of the Training Bulletin. A number of changes in content and format were made in collaboration with DD/P personnel, and there are indications that the revised editions of the bulletin are more widely read and are definitely more responsive to the needs of the Clandestine Services.

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10. OTR Support of WH [REDACTED]

Approximately nineteen individuals were assigned to the WH [REDACTED] Project from the Office of Training during the period 1 July 1960 to 30 June 1961. Included in this group were military personnel, civilian personnel, Training Careerists, and Clandestine Services Careerists; the length of assignments varied from four weeks to one year.

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11. Clerical Utilization Task Force

In response to a recommendation of the Inspector General, representatives of OTR served in a task force which re-examined the overall problem of clerical utilization within the Agency. Office of Personnel officials and representatives of the DD/I and DD/P were members of the task force, and its recommendations were forwarded to the DD/S. No significant changes in clerical training resulted from this recommendation and study, with the exception of changed scheduling of training for clerical personnel going overseas, particularly to smaller stations and bases.

*Draft Draft-1*

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8 September 1961

MEMORANDUM FOR: All OTR School and Staff Chiefs and C/JOTP/OTR  
SUBJECT : Management Report to the DD/S

1. At this morning's staff meeting the DTR established the date of 25 September as the deadline for submitting your contributions to OTR's Management Report to the DD/S. (due to DD/S)
2. Contributions should be addressed to C/PPS for consolidation into the OTR Report.
3. Attached hereto is a summary of a discussion between Mr. [REDACTED] Executive Assistant to the DD/S, concerning this report. The attachment is the only "terms" of reference extant on this subject. [REDACTED] (extension 3531) will be pleased to answer any questions you may have regarding the preparation of your contributions.

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FOR THE DIRECTOR OF TRAINING

[REDACTED]

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Chief, Plans and Policy Staff

Attachment: As Stated Above

DOC	2	REV DATE	BY	
ORIG GUMP	-	OPI	11	TYPE 01
ORIG CLASS	5	PAGES	3	REV CLASS
JUST	22	NEXT REV	2011	AUTH: NY 10-2

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TERMS OF REFERENCE FOR

OTR's MANAGEMENT REPORT TO THE DD/S

1. The report is essentially a management report which is designed to keep the DD/S informed as to the achievements, progression, trends, problems, expectations, and anticipated future developments of his component offices. It should be truly a management report which describes in general what have been the achievements of the year covered by the report. In addition the report should highlight the problem areas, the things which were of most concern, those programs which were most successful, and those things which proved to be disappointing. Further, the report should indicate what trends are expected, what programs are contemplated or will be launched in the next year, what problems are anticipated in connection with these programs, and what on-going programs or projects will be discontinued or will be reduced in the up-coming year. Statistics will play a role in emphasizing high lights, but statistics by themselves should not constitute the basis of the report. Further, figures of cost by themselves are not necessarily meaningful. The DD/S does have the complete budget solutions and can determine costs himself as they are made or as they are expected to come due; nevertheless certain cost figures will be illustrated in the context of the management report. For example, the amount of money which was granted as awards in the Language Program for the year would be significant, but it would be even more significant with a narrative which describes the hope and expectation that the language awards be discontinued. In addition, as the narrative report is described, certain new programs or projects or certain increases in on-going programs with anticipated cost figures would be significant to the DD/S. Costs by themselves, however, are not necessarily desired.

2. Certain statistics on training loads are valuable. As indicated above, those numbers and statistics which we included last year remain quite appropriate to the report provided they are encompassed in the narrative. The Office of Training report should include information about achievement of the permanent construction plan for the [REDACTED]

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[REDACTED] development with respect to the [REDACTED] installation, action taken in connection with the Inspector General's Report on Training, the hope for termination of the Language Awards System, and the mechanisms whereby the termination will be accomplished, and similar matters. As a management report, it should include the type of information which would properly support a real and significant

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budget submission (although the current trend of budget submitting within the Agency unfortunately does not produce the amount of true management information which would be most helpful). The report should include high lights of what the Office of Training has done during the year and what it expects or hopes to do during the up-coming year with emphasis on the problems which would be involved. This is what the DD/S needs to keep him informed as the manager of his components.